

St Oliver Plunkett Primary School

Medium Term Planning

Area of Learning: Literacy – Reading

Year Group: 1

Date: Autumn 1:1

Learning Intentions	Content / Activities	Resources / ICT	Monitoring / Evaluation Assessment
<p>The children will be able to:-</p> <ul style="list-style-type: none"> ▪ Listen to a range of stories, poems and non fiction texts read to them by adults / other pupils. <p><u>Shared Reading</u></p> <ul style="list-style-type: none"> ▪ Select and use books for a specific purpose. ▪ Share a range of books with adults / other pupils. <p><u>Big Book</u></p> <ul style="list-style-type: none"> ▪ Develop concepts of print ▪ Know how to handle and care for books 	<p>Teacher will give pupils the opportunity to choose a book from a familiar selection, on a daily basis. On one day a week children will have the opportunity to freely choose a book from the school library</p> <p>Teacher will introduce concepts of print with the whole class, on a daily basis, using a Big Book, and also shared books – focusing on:</p> <ul style="list-style-type: none"> • The Title • Cover/Front/Back • Pictures • Left to right orientation • Turning Pages • Retell the story 	<p>Nursery Rhymes Seasonal poems/ Rhymes</p> <p>Selection of Shared Reading books.</p> <p>Library books.</p> <p><u>Big Books:</u></p> <ul style="list-style-type: none"> • This week (read and discuss) • Brown Bear • Owl Babies • Elmer • All About Us 	<p>Teacher observation</p> <p>Questioning</p> <p>Target Booklet</p> <ul style="list-style-type: none"> • Changed my shared reading book all by myself

<p><u>Guided Reading</u></p> <ul style="list-style-type: none"> • Become familiar with the Oxford Reading Tree Characters. 	<p><u>Activities relating to Big Book</u></p> <ul style="list-style-type: none"> • Understand and use some language associated with big books. • Begin to develop auditory discrimination and memory. • Begin to develop visual discrimination and memory. • Sequence stories using appropriate language. • Talk about and draw/paint characters (teacher writes accompanying captions) • Dramatise story (using puppets) • Cut and stick pictures where appropriate • Tracing where appropriate • Make a big book or frieze to accompany the story • Encourage children to join in ‘reading’ phrases in the Big Book. • An introduction to the ORT characters through the ‘talk about cards’ and wall display. 	<p>Talk About Cards Kipper stories Matching characters to name</p>	
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<p><u>COMET activities.</u> Pupils will develop skills in</p> <ul style="list-style-type: none"> • Active listening. • Concentration / Memory • Sequencing • Visual discrimination • Syllable awareness • Rhyme <p><u>Other Reading Activities</u></p> <ul style="list-style-type: none"> • Begin to understand the purpose of and use of environmental print. 	<ul style="list-style-type: none"> • Introduce COMET games where appropriate. <ul style="list-style-type: none"> • Picture Lotto • Jigsaws • Matching pairs • Free play with puppets and theatre • Children are encouraged to recognise captions, labels in house corner, and around school. 	<p>COMET Folder</p> <p><u>ICT:</u> The Living Books (Apple TV) Cbeebies website/ stories Starfall website/ App</p> <p>iPads: Starfall, Oxford Owl, My Favourite Nursery Rhyme, QR codes- Nursery Rhymes</p> <p>IWB- Nursery Rhyme Time, Dr. Seuss ABC'S</p> <p>Listening centre – Range of stories Introduce Cyber Tiger</p>	
<p>Evaluation:</p>			